

# FINAL FALL 2001 CURRICULUM REPORT

**(Passed, as amended, by the University Senate on  
December 5, 2001)**

## OVERVIEW

The body of this report consists of two major sections: Proposed Course Changes for Fall 2002 (unless stated otherwise) and Other Curricular Matters. Policies and definitions governing group and multicultural status are listed in the main body of this report. Policies and definitions governing group and multicultural general-education requirements are under Other Curricular Matters.

Grading, repeatability, sequence. Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. P/N only or Graded only indicates that all students must take the course as specified in the bold print. Separate grading options for majors are bracketed in this report and appear in UO class-schedule notes; they are not printed in UO catalogs. R after course credits means that the course number may be repeated for credit. "Sequence: after the description means the courses must be taken in numerical order. Changes in grading option, course description, pre- and co-requisites, conditions of repeatability, and instruction type are not necessarily included here.

## LOOKING AHEAD

The Committee on Courses offers the following reminders:

1. If there is any question that a proposed new or changed course might duplicate coverage in an existing course from another department or school, the proposing department must gain written confirmation that the other department has been consulted and does not object to the new or changed course.
2. According to University Senate legislation, courses submitted for group-satisfying status must be submitted to the College of Arts and Sciences Curriculum Committee. CAS departments submit them directly to that committee; academic departments in professional schools and colleges submit them to their own dean's office, which submits approved proposals to the CAS Curriculum Committee. That committee reviews all group-satisfying proposals before passing them on to the UO Committee on Courses.
3. Proposals for undergraduate group-satisfying and multicultural courses must include written justification, regardless of whether they are new or existing courses.
4. Courses may not be both group-satisfying and repeatable for credit.
5. Proposals for new courses should be accompanied by full syllabi.
6. For 400-/500-level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels.
7. Changes in University Senate-approved UOCC reports take effect the following fall term unless requested by a department and stated otherwise in the report.
8. At its May 1998 meeting, the University Senate agreed that the University Committee on Courses should include in its reports courses that should be dropped because
  - (1) they have not been taught for three years and
  - (2) the department provided no reasonable explanation of why they have not been taught or whether they will be in the future.

## NEW POLICY SUSTAINABLE COURSE DESCRIPTIONS

The 2000-2001 academic year was the first year that the Committee on Courses systematically deleted from the University Catalog courses that have not been taught for three years or more.

In several cases, departments had not offered a specialized course under a course number and title specified in the catalog. Yet, similar courses had been taught regularly in the department in various formats, under experimental numbers (410, 510, 610), or under the general designations for special topics seminars, workshops, or practicums (the 4/5/6 06,07,08,09 series). With time, departments had discovered that a course description in the catalog was too specialized to apply to any of their courses as actually being taught.

Unfortunately, removal of an overly specialized course, although untaught, still might have consequences for departments. Often, that course had been the sole representatives in the catalog of subjects that are taught by a department and are part of the regular curriculum. Dropping that course could make it appear that a department offered no courses in that course's subject area.

The committee has noted another, companion problem. Over the years, the committee has observed that new courses tailored to the particular research interests and instructional style of an individual faculty member are likely to fall into disuse within a few years as the person's teaching assignments and interests change, or if the instructor becomes unavailable for teaching that particular course.

The Committee on Courses recommends that departments and programs develop more sustainable course descriptions. A sustainable course description would identify a subject area and general approach, but would not be so restrictive as to exclude different perspectives or specializations also representative of that subject area.

The Committee also recommends that departments and programs be selective when proposing permanent course status for specialized courses that can only be taught by one particular instructor.

For example: A department with several experts qualified to teach ceramics, but having only one instructor who specializes in Ming porcelain per se, might currently have a specialized course titled "Ming Dynasty Porcelains" in the catalog. A more sustainable course title could be "Chinese Porcelains, " or even "Porcelains," depending upon the range of expertise available to teach the course. Another approach would use the topics course "Ceramics," possibly repeatable as the exact subject material - and transcript title--changes.

Departments following these recommendations could then represent the full range of their curricular offerings and could maintain a sustainable list of courses in the catalog.

December 5, 2001: University Senate considers Fall 2001 preliminary report of the University Committee on Courses.

July 2002: Publication of 2002-2003 University of Oregon Catalog.

## **MOTION**

The University of Oregon Committee on Courses moves that Proposed Course Changes for Fall 2001 (unless otherwise stated) and Other Curricular Matters be approved. If approved, they take effect Fall 2002 unless stated otherwise. Changes in this report will first appear in the 2002-2003 catalog.

Members, University of Oregon Committee on Courses Voting: Paul Engelking, Chair Ex officio: Jack Bennett Tom Bivins Herb Chereck Bruce Blonigen Toby Deemer David Conley Christine Theodoropoulos Staff: Gayle Freeman James Weston Linda White

## **PROPOSED COURSE CHANGES FOR FALL 2002 (unless stated otherwise)**

### **COLLEGE OF ARTS AND SCIENCES**

**EAST ASIAN LANGUAGES AND LITERATURES**

CHN 399 (Graded only for majors) (Change grading option) CHN 399 Special Studies [Topic] (1-5R) Optional grading for major

CHN 403 (Optional grading) (Change grading option) CHN 403 Thesis (1-6R) P/N only for all students

JPN 399 (Graded Only for Majors) (Change grading option) JPN 399 Special Studies [Topic] (1-5R) Optional grading for majors

JPN 403 (Optional grading) (Change grading option) JPN 403 Thesis (1-6R) P/N only for all students

**EXERCISE & MOVEMENT SCIENCE**

ANAT 314 (P/N only) (Change grading option) ANAT 314 Human Anatomy I: Laboratory (2) Optional grading Effective Winter 2002

ANAT 315 (P/N only) (Change grading option) ANAT 315 Human Anatomy II: Laboratory (2) Optional grading Effective Winter 2002

HPHY 316 (P/N only) (Change grading option) HPHY 316 Human Physiology I: Laboratory (2) Optional grading Effective Winter 2002

HPHY 317 (P/N only) (Change grading option) HPHY 317 Human Physiology II: Laboratory (2) Optional grading Effective Winter 2002

**GEOGRAPHY****OLD COURSE DROPPED**

GEOG 104 Geog & Environment (4)

**GEOLOGICAL SCIENCES**

GEOL 203 (Change Prerequisite) GEOL 203 Evolution of the Earth (4) Prerequisite: GEOL 101 or 202 Effective Fall 2001

**GERMANIC LANGUAGES & LITERATURE**

GER 257, 258, 259 German Culture and Thought (4,4,4) (Remove sequence notation)

**HISTORY****OLD COURSES DROPPED**

HIST 331 England (4)

HIST 333 England (4)

HIST 340 Germany (4)

HIST 341 Germany (4)

HIST 464/564 American Economic History (4)

**EXISTING COURSE CHANGES**

HIST 332 England (4) (Changed Title, Repeatability, Description) HIST 332 British History: [Topic] Repeatable 2 times for a maximum of 12 credits when topic changes. British history from the Celts to the 21st Century. I. The British Isles from Celtic times to 1450. II. Britain in the age of the Reformation and Civil War (1450-1700). III. The rise and decline of British economic, political and imperial influence (1700-2000). [No longer approved for Group II: Social Science]

HIST 342 Germany (4) (Changed Title, Repeatability, Description) HIST 342 German History: [Topic] Repeatable 2 times for a maximum of 12 credits when topic changes. German history from the Middle Ages to the end of the 20th

Century. I. The Middle Ages and Reformation (1410-1648). II. Germany in the Old Regime and Age of Revolution (1648-1948). III. Modern Germany (1848-present). [No longer approved for Group II: Social Science]

HIST 463/563 American Economic History (4) (Changed Title, Repeatability, Description) HIST 463/563 American Economic History: [Topic] Repeatable 2 times for a maximum of 12 credits when topic changes. Varying topics concerning the economic development of the United States as a pre-industrial, industrial and post- industrial society. I. The Great Depression. II. Industrialization

#### NEW COURSE

(Subject previously taught as 410/510 in Winter Term 2001) HIST 472/572 American Masculinities (4) [Graded only for majors] An examination of the history of masculinity in the United States from the colonial era to the late 20th century. Offered alternate years.

#### REINSTATED COURSE

HIST 443/543 Modern Germany: [Topic] (4R) [Graded only for majors] Variable topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. R When topic changes

#### POLITICAL SCIENCE

##### OLD COURSES DROPPED

PS 280 Introduction to Political Psychology (4) PS 338 Southeast Asia in Modern Times (4)

##### NEW COURSES

(Subject previously taught as 399 in S01) PS 337 The Politics of Development (4) [Graded only for Majors] Presents alternative perspectives on key north-south issues: trade, aid, foreign investment, debt and the environment. Includes institutions like the IMF, World Bank, and WTO.

(Subject previously taught as 407 in W01) PS 413/513 Politics of Brazil (4) [Graded only for majors] Explore the factors that shape contemporary Brazilian politics, from dictatorship and developmentalism to soccer and samba.

(Subject previously taught as 407 in S01) PS 417/517 Politics of Violence in Latin America (4) [Graded only for majors] Examines the consequences of drug, paramilitary, guerrilla and state-sponsored violence for political life in contemporary Latin America.

##### REINSTATED COURSE

PS 492/592 Decision-Making (4) Effective Fall 2001; course will be taught Winter 2002

#### THEATER ARTS

TA 423/523 (P/N only) (Change grading option) TA 423/523 Theater Arts Pedagogy (4R) GRD/GRD Effective Winter 2002, emergency approval

#### WOMEN'S STUDIES

##### EXISTING COURSE CHANGES

WST 101 Introduction to Women's Studies (4) (Changed Subject Code, Title, Description) WGS 101 Women, Difference, and Power Interdisciplinary examination of the diverse experiences, the status, and the contributions of women in U.S. society and culture. Topics include social constructions of gender, body image, sexuality, work and class, violence, health, social activism, spirituality, and creativity.

## Professional Schools and Colleges

**COLLEGE OF EDUCATION**

## EDUCATIONAL LEADERSHIP (EDLD)

## OLD COURSES DROPPED

- EDLD 613 Introduction to School Organization (3)
- EDLD 622 Policy Research and Analysis I (3)
- EDLD 623 Policy Research and Analysis II (3)
- EDLD 624 Policy Research and Analysis III (3)
- EDLD 640 Management and Organizational Development (3)
- EDLD 650 Administration of College Student Services (3)
- EDLD 652 Administration of the Community College (3)
- EDLD 664 Historiography of American Education (3)
- EDLD 677 Collective Bargaining in Education (3)

## NEW COURSES

(Subject previously taught as EDLD 607) EDLD 631 Professional Development of Teachers (4) Understand role of effective professional development plans in organizations. Use adult development theories to understand teacher careerspan. Design professional development plan for individual or organization.

(Subject previously taught as EDLD 610) EDLD 632 Educational Policy Analysis (4) Systematic interpretation and analysis of current educational policy issues using techniques like cost-benefit, competing values, impact, and effects analysis.

(Subject previously taught as EDLD 607) EDLD 633 Curriculum and Instructional Foundations (4) Learn basic concepts, models, and schools of thought in the areas of curriculum and instruction; apply this knowledge to curriculum and instruction in school settings.

(Subject previously taught as EDLD 607) EDLD 635 Group Process (4) Examination of the formal and informal procedures, processes, norms, and structures by which members of educational organizations facilitate communication and manage conflict.

(Subject previously taught as EDLD 610) EDLD 636 International Education and Standards (4) International comparisons of standards at K-12 through higher education levels, and economic, political, cultural determinants of standards and effects on national and local educational systems.

(Subject previously taught as EDLD 610) EDLD 637 Diversity in Education (3) Course provides broad exposure to issues of diversity, and framework for students to facilitate understanding of self and others in school and clinical settings.

(Subject previously taught as EDLD 607) EDLD 638 Advanced School Law (4) Legal issues related to school board/superintendent relations, media relations, personnel evaluation practices, student rights, employee rights, collective bargaining, contract management, TSPC and ORC complaints.

(Subject previously taught as EDLD 607) EDLD 639 Curriculum Design and Delivery (3) Design of curriculum based on students' educational needs, trends, and research proven methods. Research-based instructional strategies to effectively teach designed curriculum to elementary and secondary students.

EDLD 641 Standards and Accountability Systems (4) Rationale for standards and accountability systems. Review of current systems at national, state, and local levels and ways to improve systems. Associated policy, implementation issues.

(Subject previously taught as EDLD 607) EDLD 642 Measurement in Decision-Making (4) Empirical analyses of classroom assessment technologies are considered in relating research to practice.

(Subject previously taught as EDLD 610) EDLD 643 Issues in Measurement and Assessment (4) Major issues in measurement and assessment are addressed: high stakes testing, using tests and measures for decision-making, and developing an empirical basis using research.

(Subject previously taught as EDLD 607) EDLD 644 Learning Organization (4) Three facets of learning organization are integrated: structural components, informational systems, and leadership processes.

(Subject previously taught as EDLD 610) EDLD 645 Middle -Secondary Curriculum Assessment (3) The focus is on a concept-basis and problem-solving framework for relating content curriculum to instructional delivery and assessment of outcomes.

(Subject previously taught as EDLD 607) EDLD 651 Advanced Curriculum Design and Delivery (4) Design of curriculum-based students' educational needs, trends, and research proven methods. Research-based instructional strategies to effectively teach designed curriculum to elementary and secondary students.

(Subject previously taught as EDLD 607) EDLD 653 Data Analysis and Interpretation (4) P/NP Only Introduction of Statistical Package for Social Sciences (SPSS) for policy research in Educational Leadership. Empirical research and applied approach to uses for theses and dissertations.

(Subject previously taught as EDLD 683) EDLD 683 State and Local Policy Development (4) Analysis of social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.

## **SPEECH, LANGUAGE, AND HEARING SCIENCES (Communication Disorders and Sciences CDS)**

### **COURSE CHANGES**

CDS 444/544 Clinical Phonetics and Phonological Awareness (4) (Change title) CDS 444/544 Clinical Phonetics (4)  
CDS 652 Theory and Remediation of Articulation and Phonology (3) (Change title) CDS 652 Phonological Disorders (3)

CDS 653 Later Language Development (3) (Change title, credits) CDS 653 School-Age Language Development and Disorders (4)

CDS 655 Stuttering (3) (Change credits) CDS 655 Stuttering (2)

CDS 656 Voice Science and Disorders (3) (Change Credits) CDS 656 Voice Science Disorders (1)

CDS 657 Argumentative Procedures for Communication Disorders (3) (Change credits) CDS 657 Argumentative Procedures for Communication Disorders (2)

CDS 663 Management of Acquired Cognitive Impairments (3) (Change title, credits) CDS 663 Management of Acquired Cognitive Disorders (4)

CDS 664 Service Delivery in Medical Settings (3) (Change title, description) CDS 664 Service Delivery Issues (3) Reviews professional advocacy, managed-care issues, and service delivery models in hospitals, community, and school settings.

CDS 665 Early Child Language Disorders (3) (Change title, credits) CDS 665 Language Disorders in Children (4)

### **NEW COURSES**

CDS 649 Assessment and Treatment of Feeding and Swallowing Disorders (4) Graded Only This course will familiarize students with the evaluation and treatment of swallowing disorders in adults and pediatrics. Prerequisite: Restricted to majors.

CDS 667 Management of Dementia (1R) Graded Only Course emphasis is on understanding cognitive-linguistic changes that occur with dementing diseases. Management techniques to facilitate communication and maintain function will be reviewed. Prerequisite: CDS 662 Repeatable two times for a maximum of three credits

**OLD COURSE DROPPED**

CDS 659 Theory and Remediation of Language Disorders in Youth (3)

**LUNDQUIST COLLEGE OF BUSINESS****MANAGEMENT****EXISTING COURSE CHANGE**

MGMT 420 Managing Across Borders (4) (Change title, description) MGMT 420 Managing in a Global Economy (4) Challenges facing international managers in an increasingly competitive global business environment. Topics include understanding the new global economy, as well as developing the management and organizational skills required to succeed.

**MARKETING****EXISTING COURSE CHANGE**

MKTG 481 Professional Selling (4) (Change title, description) MKTG 481 Developing Business Relationships (4) Marketing to business customers and organizations. Business professionalism, communication skills, and business ethics. Consultative selling, customer service, and collaborative product development applied to the building of long-term relationships with business customers. Prereq: MKTG 311, BA 317 or instructor's consent.

**OREGON EXECUTIVE MBA PROGRAM****EXISTING COURSE CHANGES**

BA 711 Legal Environment of Business ((3) (Change credits) BA 711 Legal Environment of Business (4)

BA 715 Managerial Economics (2) (Change credits) BA 715 Managerial Economics (4)

BA 720 Financial Markets and Corporate Strategy (2) (Change credits) BA 720 Financial Markets and Corporate Strategy (4)

BA 723 Formulating Corporate Strategy (3) (Change credits) BA 723 Formulating Corporate Strategy (5)

BA 726 Global Business (3) (Change credits) BA 726 Global Business (4)

**JOURNALISM AND COMMUNICATION**

J 448/548 Advertising Campaigns (4) (Change prerequisite) J 448/548 Advertising Campaigns (4) Prerequisite: 340 and three from 341, 442/542, 443/543, 444/544, 445/545, 447/547, 450/550, 451/551

**SCHOOL OF LAW**

LAW 635 Secured Land Transactions (3) (Change credits) LAW 635 Secured Land Transactions (2-3) Effective Fall 2001, emergency approval

**SCHOOL OF MUSIC****DANCE****NEW COURSES**

(Subject previously taught as DAN 408) DAN 481/581 Repertory Dance Co: Rehearsal (1-12R) P/NP Only Winter rehearsal for UO-RDC: Creating/rehearsing new or existing material in preparation for the Spring Tour. Prerequisite: Audition or application. Repeatable four times.

(Subject previously taught as DAN 408) DAN 482/582 Repertory Dance Co: Touring (1-12R) P/NP Only Spring UO-

RDC performance tour: Lecture- demonstrations and formal performances of repertory learned in winter rehearsals. Prerequisite: 481/581. Repeatable four times.

(Subject previously taught as DANC 399 Special Studies) DAN 485/585 Pointe and Variations (1R) Ballet pointe work and the study of classical and contemporary pointe repertory. Corequisite: DANC 372 or higher. Repeatable seven times for a maximum of eight credits.

## UNCLASSIFIED PROGRAMS

### OVERSEAS STUDY

### NEW COURSES

OINT 488 Overseas Study: Internship (1-12R) OINT 688 Overseas Study: Internship (1-12R)

## OTHER CURRICULAR MATTERS

### PROGRAM CHANGES

#### CHANGE OF PROGRAM NAME AND/OR SUBJECT CODE

Women's Studies Program. This program plans to change its name to Women's and Gender Studies. The Committee on Courses advises the Provost to initiate the procedure for this name change through the Academic Council. WST (Women's Studies) shall become WGS (Women's and Gender Studies) All courses previously listed as WST will change to WGS.

Overseas Studies Program. This program has added a new subject code, OINT, for the overseas internships program.

#### CHANGE OF REPORTING RELATIONSHIP

Robert D Clark Honors College reporting relationship moved from the College of Arts and Sciences to the Vice President for Academic Affairs, effective July 1, 2001.

### NEW GRADUATE MAJOR

INTERMEDIA MUSIC TECHNOLOGY (IMT) Effective Fall 2001 term Oregon University System and the Graduate Council have approved initiation of a new graduate major in the School of Music. The major is called Intermedia Music Technology (IMT) and it leads to a Master of Music degree.

### NEW GRADUATE CERTIFICATE PROGRAM

NOT-FOR-PROFIT MANAGEMENT Effective Winter 2002 term, the Oregon University System has approved a new program of studies leading to a Graduate Certificate in Not-For-Profit Management, Planning, Public Policy & Management, Architecture and Allied Arts

### NEW UNDERGRADUATE MAJORS

FAMILY AND HUMAN SERVICES Effective Winter 2002 term, the Oregon University System has approved a new program of studies leading to a B.A., B.S., or B.Ed. in Family and Human Services, College of Education

### CHANGES IN MAJORS

RUSSIAN In July 1999, the Oregon University System approved the name change for this program to Russian and East European Studies (R&ES). This change is retroactive to Fall 199.

**PUBLIC AFFAIRS** Effective Summer 2001 term, the Oregon University System has approved the major name change from Public Affairs to Public Policy and Management.

**PUBLIC POLICY AND MANAGEMENT** Effective Summer 2001 term, the Oregon University System has approved a degree change in the major Public Policy and Management from Master of Arts or Master of Science to Master of Public Administration (MPA).

**OREGON EXECUTIVE MBA PROGRAM** Effective Fall 2001 term, the Oregon Executive MBA Program has changed total credits required from 61 to 72.

## PENDING PROPOSALS

The following information is not provided for approval by the University Senate. It is to inform academic and administrative departments about the status of proposals received but not approved the UO Committee on Courses during fall 2001.

The committee will continue to consider new proposals and those completed since publication of the Fall 2001 Final Report. The committee will submit another quarterly report to the University Senate in March 2002. However, only proposals that were approved in the Fall 2001 Final Report will appear in the 2002-2003 University of Oregon Catalog.

## CREATIVE WRITING

Proposals referred back to department for additional information.

## EDUCATION

The College of Education has proposed new courses in three new subject codes, Family and Human Services (FHS), Middle-Secondary Teaching (MSEC), and Graduate Elementary Teaching (GET). The proposals are referred back to the College for clarification of the programs and their relationships with other areas within the college, the status of courses available under current subject codes, and faculty available to teach.

## POLICY FOR DROPPED COURSES

As recommended by the curriculum committee in 1994-95, and subsequently endorsed by Education and Policy Coordinating Council (now Undergraduate Council), the Office of the Registrar sent each department in 2001 a report listing all courses that had not been offered during the previous three years. Departments were asked to respond with corrections, explanations for keeping the courses, or plans to drop the untaught courses in 2001-2002).

At its May 1998 meeting, the University Senate agreed that the University Committee on Courses should include in its preliminary report courses that should be dropped because (1) they have not been taught for three years and (2) the department has provided no reasonable explanation to retain the course in the catalog.

Departments are reminded that courses may be reinstated within three years of their drop dates by submitting a Notification to Reinstate a Dropped Course form (see form attached to the end of this document).

**Prior Notification:** In addition to the notification from the Office of the Registrar directly to the department chair, faculty notification of the three-year course drop policy has been submitted to the University Senate and approved in the minutes of spring term 1999, fall term 1999, winter term 2000 and spring term 2000.

In each of these notifications over a period of 12 months, the faculty have been notified that beginning fall term 2000 the three-year automatic drop policy will be implemented.

Procedure adopted by the Committee on Courses effective fall term 2000:

- 1) A list of the courses not offered in the past three years will be sent from the Office of the Registrar directly to

the academic department during the winter term.

- 2) The academic department is required to respond by the end of spring term for submission to the Committee on Courses in the fall term. The responses to the list of not taught courses should be sent directly to the Office of the Registrar.
- 3) Departments that do not respond to the report will automatically have their courses dropped from the curriculum.
- 4) Departments that wish to have some or all of their courses on this list to remain in the catalog must submit a request in writing to retain the course by providing (a) the term the course will be taught and (b) the name of the faculty who will be responsible for teaching. The course must be taught during the present or the next academic year.
- 5) Departments may easily and quickly reinstate any dropped course anytime within the three following years by utilizing the Notification to Reinstate a Dropped Course form.

Notification to Reinstate a Dropped Course, like the emergency procedure, allows a department to offer the course immediately conditional upon the following: (a) there has been no change made to the course, and (b) the course was dropped no more than three years previously. The form is to be sent simultaneously to (1) the Registrar for inclusion in the schedule of classes and the Banner catalog file, and (2) the Provost's Office (specifically the Curriculum Coordinator) for submission to the Committee on Courses for inclusion in the next curriculum report.

## DROPPED COURSES

The following courses are DROPPED from the curriculum by action of the Committee on Courses. These courses have not been taught for three years or more. The faculty has recommended that permanently numbered courses be offered at least every other year to avoid misrepresentation of course offerings to prospective students, and ensure that required courses are readily available to current students.

## SCHOOL OF ARCHITECTURE AND ALLIED ARTS

AAA 180 Introduction to Visual Inquiry I (3); last taught Fall 1997  
 ARCH 307 Design Arts (3); last taught Spring 1998  
 ARCH 447/547 Light and Color in the Environment (3), last taught Spring 1998  
 ARH 385 Chinese Art II (4); last taught Fall 1993  
 ARH 422/522 Aegean Art (4); last taught Winter 1998  
 ARH 443/543 Early Netherlandish Painting (4); last taught Fall 1997  
 ARTC 450/550 Ceramic Theory and Chemistry (3-4R); last taught Winter 1995  
 ARTC 467/567 Glaze Laboratory (3R); last taught Spring 1998  
 ARTV 383 Graphic Symbol (4R); last taught Winter 1993  
 IARC 201 Introduction to the Profession (3); last taught Fall 1997  
 LA 411/511 Oregon Landscape Planning (4); last taught Winter 1998  
 PPPM 421/521 Qualitative Methods in Planning and Public Policy (4); last taught Spring 1998  
 PPPM 445/545 Communities and Regional Development (4); last taught Fall 1997  
 PPPM 623 Plan Making: Social Planning (4); last taught Fall 1993

## COLLEGE OF ARTS AND SCIENCES

ANTH 323 Pacific Basin: Polynesia and Micronesia (4); last taught Spring 1995  
 ANTH 324 Pacific Basin: Melanesia and Australia (4); last taught Fall 1996  
 BI 421/521 Eukaryotic Gene Regulation (4); last taught Winter 1998  
 BI 426/526 Plant Molecular Biology (3); last taught Fall 1997  
 BI 468/568 Neuroethology (4); last taught Fall 1997  
 CH 213 Introductory General Chemistry (4); last taught Spring 1996  
 CH 665 Physical Biochemistry (4); last taught Spring 1997  
 CIS 133 Introduction to Numerical Computation with FORTRAN (4); last taught Summer 1998  
 COLT 438/538 Latino Poetry of the United States (4-5); never taught

COLT 463/563 Comparative Feminisms (4); never taught  
 COLT 616 Graduate Studies in Comparative Literature (5); last taught Winter 1998  
 CRWR 334 Intermediate Creative Writing: Literary Nonfiction (4); last taught Spring 1998  
 CRWR 335 Intermediate Creative Writing: Literary Nonfiction (4); never taught  
 CRWR 422 Craft of Literary Nonfiction (4); never taught  
 ENG 308 Studies in Genre: Epic and Romance (4); last taught Winter 1998  
 ENG 458/548 Victorian Literature and Culture (4); last taught Spring 1997  
 FR 640 Introduction to Medieval French Literature (4); last taught Fall 1996  
 FR 645 Montaigne (4); last taught Spring 1993  
 FR 646 16th- and 17th-Century Narrative (4); last taught Fall 1995  
 FR 660 Advanced 18th-Century Literature: [Topic] (4R); never taught  
 FR 680 Advanced 19th-Century Literature: [Topic] (4R); last taught Fall 1992  
 GEOG 424 /524 Soil Genesis and Geography (4); last taught Spring 1998  
 GEOL 457/557 Advanced Structural Field Geology: [Topic] (3R); never taught  
 HIST 411/511 Social History: [Topic] (4R); last taught Spring 1996  
 HIST 445/545 Tsarist and Imperial Russia: [Topic] (4) last taught Winter 1998  
 HIST 450/550 American History: [Topic] (4R); last taught Summer 1998  
 HIST 494 /594 East Asia: Concepts and Issues: [Topic] (4R); last taught Spring 1998  
 INTL 650 International Research Methods (4); last taught Spring 1997  
 ITAL 310 Basic Italian for Reading (4); last taught Winter 1998  
 ITAL 362 Classic Italian Film (4); last taught Winter 1998  
 JPN 424/524 Premodern Japanese Literature: [Topic] (4R); last taught Winter 1998  
 JPN 428/528 Teaching Japanese as a Foreign Language: K-12 (4); last taught Fall 1997  
 LING 422/522 Language Planning and Policy (3); last taught Spring 1998  
 MATH 185 Mathematical Tools (2); never taught  
 MATH 688,689 Advanced Topics in Differential Equations and Mathematical Physics: [Topic] (4-5); last taught 1998  
 NORW 301,302,303 Third-Year Norwegian (4); last taught 1993-94  
 PHIL 221 Formal Logic (4); last taught Winter 1998  
 PHIL 446/546 Law and Society (4); last taught Winter 1998  
 PHIL 640 Issues in Social and Political Philosophy (4); last taught Winter 1998  
 PHYS 493/593 Observational Cosmology (4); never taught  
 PS 207 Introduction to Contemporary Political Theory (4); last taught Spring 1998  
 PS 270 American Political Fiction (4); never taught  
 PS 425/525 Politics of the European Union (4); last taught Winter 1998  
 PS 456/556 Democratic Processes (4); last taught Winter 1998  
 PS 464/564 Government and Politics of Latin America II (4); last taught Spring 1998  
 PS 468/568 Congress (4); last taught Fall 1997  
 PS 481/581 Introduction to Rational Choice II (4); never taught  
 PSY 494/594 Neural Network Modeling (4); last taught Spring 1998  
 REES 170,171,172 First-Year Bulgarian (4,4,4) ; never taught  
 REES 183,184,185 First-Year Polish (4,4,4) ; never taught  
 REES 283,284,285 Second-Year Polish (4,4,4) never taught  
 REES 420/520 Slavic Civilization (4); last taught Winter 1998  
 REL 331 Buddhism and Asian Culture (4); last taught Spring 1998  
 RL 420/520 Romance Linguistics: [Topic] (2-4R); never taught  
 RL 627 Literature and Ideology (4R); last taught Winter 1998  
 RUSS 240 Russian Culture (4); last taught Spring 1998  
 RUSS 241 Great Russian Writers (4); last taught Fall 1997  
 RUSS 330 Women in Russian Literature (4); last taught Spring 1998  
 RUSS 441/541 Russian Syntax and Semantics (4); last taught Winter 1998  
 SOC 411/511 Sociological Research Methods (4); last taught Fall 1994  
 SOC 646 Work and Organization Issues: [Topic] (5R); last taught Winter 1998  
 SPAN 362 Hispanic Culture and Civilization (4); never taught  
 SPAN 492/592 20th-Century Spanish Literature [Topic] (4R); never taught

SPAN 644 Medieval Iberian Cultures: [Topic] (4R); never taught  
SPAN 650 Advanced Colonial Latin American Literature: [Topic] (4R); last taught Spring 1998

## **COLLEGE OF EDUCATION**

CDS 455/555 Service Delivery in Schools (4); last taught Spring 1998  
CDS 658 Diagnostic Procedures for Communication Disorders (3); last taught Winter 1998  
CDS 661 Auditory Language Processes; never taught  
SPED 470/570 Introduction to the Talented and Gifted (3); last taught Fall 1995  
SPED 675 Law, Policy, and Bureaucracy in Special Education and Rehabilitation Services (3); never taught  
SPED 693 Planning and Quality-Assurance Systems in Rehabilitation Services (3); never taught  
SPED 694 Employment Services (3); never taught  
SPED 695 Residential Support Issues (3); never taught  
SPED 696 Management of Nonprofit Organizations in Rehabilitation Services (3); never taught  
SPED 699 Classroom Management and Program Improvement (3); never taught

## **SCHOOL OF JOURNALISM AND COMMUNICATION**

J 616 Public Opinion and Propaganda (4); last taught Fall 1991

## **LUNDQUIST COLLEGE OF BUSINESS**

DSC 457 Total Quality Management (4); last taught Winter 1998  
MGMT 416 Leadership in Organizations (4); last taught Spring 1998  
MKTG 550 Sports Marketing (4); last taught Summer 1997

## **SCHOOL OF MUSIC**

DANC 180 Introductory Dance Courses I: Near and Middle East (1); last taught Fall 1997  
DANC 181 Introductory Dance Courses I: North American Folk Heritage (1); last taught Winter 1998  
DANC 274 Introductory Dance Courses II: Renaissance and Baroque (1); last taught Spring 1998  
MUE 492/592 Advanced Instrumental Techniques [Topic] (3R); last taught Winter 1998  
MUS 470/570 Orchestral Music (2); last taught Fall 1997  
MUS 476/576 Organ Music (3); last taught Spring 1995  
MUS 635 Advanced Aural Skills (3R); last taught Spring 1997

## **PHYSICAL ACTIVITY AND RECREATION SERVICES**

PEAQ 123 Aquatics: Power Aqua Aerobics (1-2R); never taught  
PEMA 231,232 Martial Arts: Bo-Quarterstaff I,II (1-2R); last taught Spring 1998  
PERS 233 Racquet Sports: Badminton III (1-2R); last taught Spring 1998  
PERS 243 Racquet Sports: Badminton III (1-2R); last taught Winter 1998

## **UNCLASSIFIED**

HDEV 225 Nutrition (3); last taught Fall 199  
HDEV 407/507 Seminar: [Topic] (1-5R); last taught Spring 1997

# **UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES**

The following criteria were proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 1998.

- 1. Group-satisfying courses proposed by departments or individual faculty members must be reviewed by both the College of Arts and Sciences Curriculum Committee and the University Committee on Courses before submission to the University Senate.
- 2. Group-satisfying courses must be numbered at the 100, 200, and 300 levels. Lower-division courses must be offered annually and upper division courses at least biannually. Approved courses must be at least 4 credits each [Senate Resolution US 9900-6, February 9, 2000].
- 3. No more than three courses with the same subject code may be counted by a student as satisfying group requirements.
- 4. Group-satisfying courses in art and letters, social science, and science must meet the following criteria:
  - a. Group-satisfying courses in arts and letters must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be demonstrably liberal in nature and broad in scope. Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.
  - b. Group-satisfying courses in the social sciences must be liberal in nature rather than professionally oriented or devoted in substantial measure to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad (e.g., involving more than one issue, place, or time). Courses with emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.
  - c. Group-satisfying courses in the sciences should introduce students to the foundations of one or more scientific disciplines, or provide a scientific perspective on a major problem facing society, or provide an introduction to scientific methods (including the use of mathematics and computers) used within or among disciplines.
- 5. In particular:
  - a. Courses designed primarily for majors are not excluded a priori from group status.
  - b. Courses in methods or statistical analysis are excluded in the social sciences, but courses in theory construction are acceptable.
  - c. Laboratory courses are not excluded from group-satisfying status in the sciences.
  - d. Qualifying courses in arts and letters cannot focus on teaching basic skills, so first-year German, for example, could not qualify for group status, but reading Goethe in German might.

## MULTICULTURAL-CATEGORY DEFINITIONS

**Category A:** American Cultures. The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

**Category B:** Identity, Pluralism, and Tolerance. The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in the American Cultures category, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

**Category C:** International Cultures. The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a world-view—i.e., a system

of knowledge, feeling, and belief that is substantially different from those prevalent in the 20th-century United States.

## **CRITERIA FOR ADDING AN "H" SUFFIX TO A COURSE NUMBER**

The Committee on Courses has discussed the criteria for adding an "H" suffix to a course number and recommends the following:

The "H" suffix is intended to advise students that a course provides honors content of significant difficulty and requires honors effort from students. The University Committee on Courses will be looking for evidence of the following in determining whether a course should hold an "H" suffix designation:

- 1. Students enrolling should have a cumulative GPA of at least 3.3 in their major.
- 2. The content of the class, and the level of analysis, should be significantly deeper than for non-honors classes.
- 3. Class size should be small enough to promote intensive student participation.
- 4. The faculty member(s) teaching the course should be available for close advising outside of class.

## **SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES**

### **MAJOR**

Definition Courses in designated primary subject areas/disciplines in which a student commits to gaining in-depth knowledge, skills, competence, and attitudes through a coherent pattern of courses. A footnote accompanies the major definition: Divisional major programs emphasize a general and integrated approach to learning, with the student's major program broadly inclusive of work in several of the discipline or subject areas within the specific division within which the student's degree program lies (i.e. humanities, social science, science). For instance, a divisional major program in the social sciences would call for the student to include within his/her major work from several of the disciplines or subject areas in the social sciences (e.g. sociology, political science, economics). Because of the breadth of disciplines or subjects included in the major, the student has less opportunity to delve in depth into a single subject area such as sociology, political science, or economics, than they would be able to do were they in a "departmental major" program in a single one of these disciplines or subject areas.

Minimal Requirements 36 credits of which a minimum of 24 must be upper division. Departments should consider setting minimum residency requirements.

### **MINOR**

Definition Courses in a designated secondary subject area or discipline distinct from and usually outside the student's degree major in which knowledge is gained in a coherent pattern of courses.

Minimal Requirements 24 credits of which a minimum of 12 must be upper division. Should be within discipline that already has a pre-existing major or sponsored by department.

### **CERTIFICATE**

Definition An approved academic award given in conjunction with the satisfactory completion of a program of instruction requiring one year or more, but less than four years, of full-time equivalent post-secondary level work. The conditions and conferral of the award are governed by the faculty and ratified by the governing board of the institution granting the certificate.

Minimal Requirements 36 credits 24 upper division with 12 minimum at 400 level. Sponsoring department must provide guidance template/check list, name of an advisor, with notice that student must consult an advisor to apply for certificate at least two terms prior to graduation.

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